

Mastering the IB DP History Exams: SL and HL

Harold M. Hutchings

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Preface

Dear Reader,

As a high school history teacher with extensive classroom experience, I have dedicated many years to sharing my passion for history and guiding students through the intricate narratives that shape our world. Over time, I have curated a collection of class notes designed to illuminate the curriculum and enliven the study of history. I am pleased to present this book, a compilation of these notes, for the benefit of both colleagues and students.

To my fellow educators, while there are numerous detailed textbooks available, this book is intended as a resource to enhance your teaching. The notes and explanations contained herein have been honed through numerous lessons, discussions, and student feedback. I hope you find these topics useful, either as a supplement to your existing materials or as inspiration for new understandings of content. Sharing these notes is my contribution to our shared mission of delivering the best possible education to our students.

To the students, this book is designed to support your journey through history. These notes aim to help you take better, more organized class notes and serve as a reliable reference for reinforcing material. Whether revisiting class topics, catching up on missed content, or preparing for exams, I trust this book will be a valuable tool in your academic success. The notes are structured to reflect my teaching style, facilitating a connection between the material and our classroom discussions.

Thank you for embarking on this journey with me. I am excited to see how these notes will be utilized and adapted in your learning and teaching endeavors.

Warm regards,

Mr. Hutchings

High School History Teacher

“Historians are
themselves *the products*
of history.”

***Paul Conkin and Roland
Stromberg, American
historians***

Introduction:

Student Question: Do I have enough for Paper 2, or should I include more details?

Teacher Answer: The key to Paper 2 is to **thoroughly** address the question posed, rather than simply recounting every historical detail. Concentrate on the question, incorporating **precise and relevant evidence**, and you will be fine. *However, for the highest marks, include as much supporting evidence as possible in your response.*

The key to success in IB exams, and really every exam – is to *answer the question which has been asked*. You need to practice reading and responding to exam questions.

Students are often nervous before their IB World Exams, or any other final exam. The more you know about the exam format and style, the better you will be.

Make no mistake, you **must** know your content. The more you know, the easier it will be to write well. You need to know what evidence and examples will support statements or challenge assumptions. The better you know your content, the easier it is to write either thematically or chronologically.

Paper 1 emphasizes source skills. You will need to analyze source value and limitations, place content in sources into context. Finally, you will use multiple sources to either challenge or support an exam question.

Papers 2 and 3 are similar in approach. Know your content and arrange your argument.

Good luck.

Chapter 1 - Strategies for Mastering IB History Paper 1

Mastering Paper 1 of the IB History exam necessitates thorough preparation and strategic planning. This guide is designed to provide students with the necessary strategies to excel in this assessment. The IB History Paper 1 focuses on skills rather than solely on knowledge. While a strong foundation in historical knowledge is advantageous, the primary emphasis is on the ability to analyze and interpret sources effectively. With consistent practice and a clear understanding of the exam structure, students can approach this exam with confidence.

Understanding Paper 1

Nature of Paper 1

Paper 1 is an assessment based on a prescribed subject selected by your teacher at the beginning of the academic year. For instance, in my class, we focus on the topic "Rights and Protests," which examines the years leading up Civil Rights achievements in the United States and in South Africa. The assessment will choose one of the two case studies within this topic. Predicting which case study will appear on the exam is futile; therefore, it is essential to be well-prepared for both.

Source-Based Assessment

The exam consists of a series of questions based on provided sources. Students should be familiar with the structure and content of these sources to maximize their performance. For Higher Level (HL) students, Paper 1 constitutes 20% of the overall IB History grade, while for Standard Level (SL) students, it accounts for 30%.

Exam Structure

Reading Period

The exam begins with a five-minute reading period during which no writing is permitted. This time should be utilized to carefully read through the documents and questions.

Types of Sources

You will encounter four sources, predominantly primary, with the possibility of a secondary source. Typically, there are three written sources and one image, often a political cartoon. Familiarity with interpreting political cartoons is essential.

Question Breakdown

The exam comprises four questions, with the first question divided into two parts. Only one question will require in-depth knowledge beyond the provided sources.

Time Management

Effective time management is crucial. You have 60 minutes to complete the exam, and time can quickly become a limiting factor. Therefore, practice pacing yourself to allocate the appropriate amount of time to each question.

Exam Questions

Exam Question 1

Part A

The first part of Question 1 is a three-mark question that requires you to extract information from a written source. The objective is to demonstrate comprehension by identifying three key ideas within the source.

Part B

The second part of Question 1 is a two-mark question that involves analyzing an image, such as a political cartoon. You must identify and explain two ideas implied by the image.

Exam Question 2

Source Analysis

Question 2 focuses on source analysis, evaluating the values and limitations of one source. This four-mark question requires:

1. **Paragraph 1:** Address the origin of the source, assessing its value and limitations.
2. **Paragraph 2:** Analyze the purpose of the source.
3. **Paragraph 3:** Evaluate the content of the source.

Exam Question 3

Comparison

Question 3 involves comparing and contrasting two sources. This six-mark question requires:

1. **Paragraph 1:** Identify similarities between the two sources.
2. **Paragraph 2:** Discuss the differences, including differences by omission where one source mentions something that the other does not.

Exam Question 4

Evaluation

Question 4 is an evaluative essay question worth nine marks. You should spend approximately 25 minutes on this question.

1. **Introduction:** Introduce the topic and present a thesis statement that addresses the question.
2. **Body Paragraphs:** Develop two or more paragraphs that support your thesis with evidence from the sources and your own knowledge.
3. **Conclusion:** Summarize your argument and restate the thesis in light of the evidence presented.

Preparation and Practice

Planning and Organization

Effective planning and organization are essential for success.

Spend five to ten minutes outlining your essay, including the main arguments and structure. Ensure each paragraph addresses the themes and integrates evidence from the sources.

Thematic Writing

Avoid writing a narrative history. Instead, develop thematic claims that link the sources and your arguments. Each paragraph should address both the sources and the themes relevant to the question.

Knowledge and Analysis

Combine historical knowledge with analytical writing. Explain not just what happened, but why it happened. Evaluate different perspectives and use them to support or refute your thesis.

Awareness of Perspectives

Demonstrate awareness of different historical perspectives and incorporate them into your analysis. This does not require name-dropping historians but understanding and evaluating various viewpoints to strengthen your argument.

Summary

Mastering IB History Paper 1 involves understanding the exam structure, managing time effectively, and developing strong analytical skills. By practicing consistently and preparing thoroughly, you can approach the exam with confidence and achieve high marks. Remember to plan your essays, write thematically, and combine knowledge with analysis to succeed in this assessment. With these strategies, you are well-equipped to excel in Paper 1 and set a solid foundation for Papers 2 and 3.

Chapter 2 - Mastering IB History Papers: Strategies and Tips

As you prepare for IB History exams, it is crucial to focus on specific strategies that will help you excel in Paper 2 and Paper 3. This guide provides essential advice and insights into the IB rubric to enhance your essay-writing skills. Based on my experience as an IB examiner, I will highlight four key strategies and one crucial pitfall to avoid.

Understanding the Challenge The Nature of Paper 2

The IB History Paper 2 is particularly challenging, as it requires you to answer questions based on in-depth historical knowledge. Typically, you will have 24 questions to choose from, but you are expected to answer only one. The questions are often broad and open-ended, making it essential to have a clear understanding of the subject matter and the ability to narrow down your focus.

The Scope of Topics

The exam is based on IB's World History topics, of which there are twelve spanning several millennia. Most schools cover only two topics in depth. For instance, my school focuses on the Cold War Superpowers Tensions & Rivalries and Authoritarian States in the 20th Century. Your task is to select the question you can answer most comprehensively within the given 45-minute time frame.

Effective Exam Preparation

The Reading Period

You will have a five-minute reading period at the beginning of the exam to review the questions. Use this time wisely to choose the question that best aligns with your knowledge and strengths. There is no specific length requirement for your essay, but it should be as detailed and analytical as possible within the 45-minute writing period.

Understanding the Rubric

The IB History rubric is divided into four main components: focus and structure, historical knowledge and context, examples and links, and analysis with perspectives and conclusion. Each component contributes to your overall score, which is out of 15 marks. To aim for a high score, it is crucial to understand and meet the expectations of each rubric component.

Focus and Structure

Answering the Question

Your essay must demonstrate a clear understanding of the question. Answer all parts of the question comprehensively. For instance, if asked to discuss the importance of territorial changes after a war, do not merely list the changes; evaluate their significance compared to other aspects of the war's outcomes.

Organizing Your Essay

Your essay should have a traditional structure with an introduction, a thesis statement, body paragraphs with supporting arguments, and a conclusion. Effective planning is essential to avoid repetition and ensure a logical flow. Spend five to ten minutes outlining your essay before you start writing to organize your thoughts and structure your arguments coherently.

Historical Knowledge and Context

Demonstrating Knowledge

Your essay must include accurate and relevant historical knowledge. This requires a thorough understanding of the events, concepts, and contexts related to the question. While you do not need to know every detail, your knowledge should be comprehensive enough to support your arguments convincingly.

Contextualizing Events

Place the events and concepts within their broader historical context. This not only demonstrates your understanding but also helps to explain the significance of specific details within the larger historical narrative.

Examples and Links

Choosing Relevant Examples

Select examples that are directly relevant to the question. Many questions will require you to compare two leaders or events from different regions. Ensure that your examples fit the criteria and support your analysis.

Making Effective Links

Do not treat the examples as separate mini-essays. Instead, make links between them to highlight similarities and differences. For instance, if comparing Stalin and Truman during the Cold War, discuss how both leaders' actions influenced the development of Cold War tensions, rather than writing isolated paragraphs about each leader.

Analysis and Perspectives

Providing Analysis

Move beyond narrative descriptions to include analysis. Explain why events happened and the implications of decisions. This depth of analysis is crucial for achieving higher marks. For example, if discussing mistrust between the Soviet Union and the United States, analyze the reasons behind the delayed opening of the Western Front in World War II.

Evaluating Perspectives

Incorporate and evaluate different historical perspectives. This does not mean merely mentioning historians' names but assessing the strengths and weaknesses of various arguments. Use these perspectives to strengthen your thesis and provide a balanced analysis.

Summary

To excel in IB History Paper 2 and Paper 3, you must thoroughly understand your topics, plan and organize your essays effectively, write thematically, combine detailed knowledge with in-depth analysis, and pay close attention to the specific requirements of each question. By following these strategies, you will be well-prepared to achieve high marks on your IB exams. Good luck!

Chapter 3 - Essential Strategies for Excelling in IB History Papers 2 and 3

As the IB exams approach, it is crucial to focus on the key aspects that will ensure success in Paper 2 and Paper 3. This guide aims to provide insights into effectively preparing and writing these exams. Based on my experience as an IB grader, I will highlight four essential strategies and one critical pitfall to avoid.

Know Your Content

Comprehensive Understanding

In IB History, you must have a thorough understanding of the content covered over the past two years. Familiarize yourself with the *2020 IB History Guide*, which your teacher has likely provided. This guide outlines the key topics and bullet points that will form the basis of exam questions.

Focused Preparation

For instance, if your Paper 2 topic is the Cold War (Topic 12), be aware of the six bullet points associated with it. These points can be transformed into potential exam questions. For example, consider the impact of two leaders, each chosen from different regions, on the development of the Cold War. Practice answering these questions in a 45-minute essay format. It is also helpful to review past exam questions, though the history guide will cover most of what you need to know.

Plan and Organize Your Writing

Effective Planning

Spending at least five to ten minutes planning your essay before writing will greatly improve its structure and coherence. Outline your arguments and decide what each paragraph will cover before you begin writing. This approach ensures a well-structured and organized essay, which is one of the first aspects graders will notice.

Structured Essays

Avoid writing every detail in your outline, as you only have 45 minutes to complete your paper. Instead, focus on the main structure and key arguments. Know the structure of your paper and the major points you intend to make before you start writing.

Write Thematically

Avoiding Narrative History

When answering questions, avoid writing a narrative history that simply recounts events in chronological order. Instead, develop thematic arguments that address the question directly. This approach is particularly important for Paper 2, where questions may require you to compare and contrast two main topics.

Thematic Development

For example, if you are writing about two leaders during the Cold War, such as Nixon and Mao, each paragraph should address both leaders. Discuss their similarities and differences within thematic contexts, rather than writing separate mini-essays on each leader. This method ensures effective links and a higher rubric score.

Combine Knowledge and Analysis

Analytical Writing

High-scoring essays combine detailed historical knowledge with analytical writing. When presenting historical facts, always explain the underlying reasons and significance. For instance, if discussing a decision made by a leader, analyze the motivations and implications behind that decision.

Evaluating Perspectives

Include evaluations of different historical perspectives in your analysis. This does not mean name-dropping historians but rather assessing the strengths and weaknesses of various arguments. For example, if discussing Harry Truman's decision to drop the atomic bomb, evaluate the reasons and argue which were more compelling and why.

Beware of Topic and Question Requirements

Accurate Topic Selection

One common pitfall is writing on the wrong topic or time period. Be certain of the topics your school has covered and avoid questions outside of these areas. For example, if your course has focused on Topics 11 and 12, ignore Topics 1 through 10 unless you have specific knowledge from an IA or EE that fits.

Attention to Detail

Carefully read the exam questions and pay close attention to any requirements, such as discussing leaders or wars from different regions. Failing to adhere to these criteria can significantly lower your score.

Summary

To succeed in IB History Paper 2 and Paper 3, it is essential to have a comprehensive understanding of your topics, plan and organize your essays effectively, write thematically, combine historical knowledge with analysis, and pay close attention to the specific requirements of each question. By following these strategies, you will be well-prepared to achieve high marks on your IB exams. Good luck!

Chapter 4 - Mastering IB History Papers: Strategies and Insights

As the IB exams approach, it is essential to understand the rubric and develop effective strategies for writing high-quality essays. This guidance is particularly beneficial for students who have missed recent classes or are seeking additional insight. Drawing from experiences of IB graders, I will outline the key components necessary to excel in IB History Paper 2.

The Rubric

Components of the Rubric

The IB History rubric is divided into four primary components: focus and structure, historical knowledge, examples and links, and analysis and perspectives. Each element plays a crucial role in determining the quality of your essay.

1. **Focus and Structure:** This includes organizing your essay logically with a clear introduction, body paragraphs, and a conclusion. Your essay must address all parts of the question comprehensively.
2. **Historical Knowledge:** Demonstrating a solid understanding of historical facts and contexts is vital. This includes ensuring the accuracy and relevance of the information presented.
3. **Examples and Links:** Use appropriate examples that directly relate to the question. Making connections and comparisons between these examples strengthens your argument.

4. **Analysis and Perspectives:** Move beyond mere description to offer critical analysis and evaluate different historical perspectives.

Achieving Focus and Structure

Organizing Your Essay

A well-structured essay begins with an introduction that outlines your thesis and defines key terms. Your body paragraphs should each focus on a single argument or theme, supported by historical evidence. Finally, your conclusion should summarize your arguments and restate how they support your thesis.

Addressing the Question

Ensure you fully understand and answer all parts of the question. For instance, if asked to discuss the importance of territorial changes after a war, do not merely list the changes; evaluate their significance relative to other outcomes of the war.

Demonstrating Historical Knowledge

Accurate and Relevant Information

Your essay should reflect a strong grasp of historical facts. While perfection is not required, your information should be mostly accurate and relevant. Drawing from your two years of study, provide ample evidence to support your arguments.

Contextual Understanding

Place your knowledge within the broader historical context. This includes understanding the historical processes and developments that have shaped events, enhancing the depth of your analysis and demonstrating a comprehensive understanding of the topic.

Utilizing Examples and Making Connections

Appropriate Examples

Select examples that directly address the question. If the question requires leaders from two different regions, ensure that your examples meet this criterion. Using appropriate examples is crucial for building a convincing argument.

Effective Links and Comparisons

Do not treat each example in isolation. Make connections between them to highlight similarities and differences. For instance, if comparing Truman and Stalin, discuss how both leaders' actions influenced Cold War tensions and draw comparisons to underscore your points.

Incorporating Analysis and Perspectives

Critical Analysis

Move beyond a narrative recount of events. Provide analysis by explaining why events happened and their significance. This analytical approach is essential for reaching higher mark bands.

Evaluating Perspectives

Acknowledge and evaluate different historical perspectives. You do not need to name-drop historians but should understand various arguments and assess their strengths and weaknesses. This evaluation demonstrates a nuanced understanding of history.

Summary

To excel in IB History Paper 2, focus on organizing your essay effectively, demonstrating comprehensive historical knowledge, using appropriate examples, and providing critical analysis. By understanding the rubric and addressing each component thoroughly, you will be well-prepared to achieve high marks. Good luck with your exams.

Appendix

DP History Paper 1 Universal Rubric

1a) Award [1] for each relevant point up to a maximum of [3].

1b) Award [1] for each relevant point up to a maximum of [2].

2) If **only** value **or** limitations are discussed, award a maximum of [2]. Origin, purpose, and content should be used as supporting evidence to make relevant comments on the value & limitations.

For [4] there must be **at least** one reference to each of them in **either** the value **or** the limitations.

3) Markband below

5-6	The response includes clear and valid points of comparison and contrast.
3-4	The response includes some valid points of comparison and/or contrast, although these points may lack clarity.
1-2	The response consists of description of the content of the source(s) and/or general comments about the source(s), rather than valid points of comparison and contrast.
0	The response does not reach a standard described by the description above.

4) Markband below

	Focus	Use of Sources	Own Knowledge
7-9	The response is focused on the question.	Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.	Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.
4-6	The response is generally focused on the question.	References are made to the sources, and these references are used as evidence to support the analysis.	Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
1-3	The response lacks focus on the question.	References to the sources are made, but as this level these references are likely to consist of descriptions of the content sources rather than the sources being used as evidence to support the analysis.	No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
0	The response does not meet a standard as described by the descriptors above.		

Mastering the IB DP History Exams: SL and HL Hutchings
DP History Paper 2 & 3 Universal Rubric

Marks	Level descriptor
13-15	<ul style="list-style-type: none">Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized.Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts.Examples used are appropriate and relevant and are used effectively to support the analysis/evaluation.Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer.The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.
10-12	<ul style="list-style-type: none">The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places.Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation.Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives.The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.

7-9	<ul style="list-style-type: none">The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach.Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant.The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
4-6	<ul style="list-style-type: none">The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance.There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.
1-3	<ul style="list-style-type: none">There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.
0	<ul style="list-style-type: none">Response does not reach a standard described by the descriptors above.

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Finally, a very important thank you to my school director and school board. Your creation of a community where teachers can be risk-takers in discovering how best to serve students' learning journeys has made all the difference. Your vision and support have empowered me to innovate and grow as an educator.

To all of you, thank you for being a part of this journey. This book would not have been possible without your support and contributions.

With deepest gratitude,

Harold M. Hutchings

Resources

Students

History Guide First Examinations 2020: Diploma Programme.

International Baccalaureate Organization, 2019,
www.ibo.org

Teachers

History Guide First Examinations 2020: Diploma Programme.

International Baccalaureate Organization, 2019,
www.ibo.org

IB Professional development workshops

Assessment for learning in the DP/CP (Cat 3). International Baccalaureate Organization, www.ibo.org

DP History (Cat. 1). International Baccalaureate Organization, www.ibo.org

DP History (Cat. 2). International Baccalaureate Organization, www.ibo.org

DP History paper 2 external assessment (Cat 3). International Baccalaureate Organization, www.ibo.org

What is AI? An overview of AI in teaching, learning, and assessment (Cat.3). International Baccalaureate Organization, www.ibo.org

Non-IB Professional development workshops opportunities

Teaching Literacy through History (TLTH): Offered by the Gilder Lehrman Institute of American History, TLTH workshops focus on using primary sources to improve K-12 education. These workshops help teachers integrate writing into history lessons, emphasizing critical thinking and historical analysis. The program includes in-person and online options, providing flexibility for educators to participate according to their

Facing History & Ourselves: This organization offers professional development that includes webinars and in-person workshops. These sessions cover a range of topics, including teaching strategies, civics education, and creating inclusive classroom environments. Their programs help teachers develop students' critical thinking and writing skills by connecting historical events with contemporary issues, www.facinghistory.org/summer-professional-development-teachers

National Council of Teachers of English (NCTE): NCTE provides resources and guidelines for teaching writing across different subjects, including history. They emphasize varied tools for thinking through writing, such as journals, digital portfolios, and dialogue journals. The organization also explores how teachers can balance talk and writing in the classroom, helping students articulate their thoughts effectively through writing, ncte.org/statement/teaching-writing/

TeacherVision: This platform offers a wide range of resources on teaching strategies, classroom management, and assessment. It includes specific sections on effective teaching strategies, cooperative learning, and writing assessment tools, which are valuable for history teachers aiming to improve their students' writing skills, www.teachervision.com/teaching-strategies/professional-development

Glossary

Analytical Skills - The ability to assess information critically, identify patterns, and draw conclusions based on evidence and reasoning.

Case Study - An in-depth examination of a specific event, situation, or individual within a broader historical context, used to illustrate broader principles or trends.

Comparison - The act of evaluating similarities and differences between two or more subjects, often used in essay questions to assess understanding and analytical skills.

Contextualization - Placing events or facts within their broader historical, cultural, or social context to enhance understanding and interpretation.

Evaluative Essay - A type of essay that requires students to make judgments about the significance or impact of historical events, leaders, or policies, often supported by evidence and analysis.

Focus and Structure - The organization of an essay to ensure it addresses the question comprehensively, with a clear introduction, body paragraphs, and conclusion.

Historical Knowledge - Understanding and accurate representation of historical facts, events, and contexts.

IB History Paper 1 - An exam focusing on source analysis and interpretation, constituting 20% of the overall grade for Higher Level (HL) students and 30% for Standard Level (SL) students.

IB History Paper 2 - An exam requiring essays based on in-depth historical knowledge and thematic analysis, chosen from a range of questions.

IB History Paper 3 - An exam for Higher Level (HL) students that involves writing essays on specific historical topics studied in depth.

In-Depth Knowledge - A thorough understanding of a particular historical topic, including key events, figures, and underlying causes and effects.

Introduction - The opening section of an essay, where the thesis statement and main arguments are presented.

Political Cartoon - An illustration or comic strip containing a political or social message, often related to current events or historical issues, used in exams to assess students' interpretive skills.

Primary Source - An original document or firsthand account from the time being studied, such as letters, photographs, or official records.

Rubric - A set of guidelines or criteria used to assess students' performance on exams, detailing the expectations for various components of their work.

Secondary Source - An analysis, interpretation, or synthesis of primary sources, often written by historians or scholars after the fact.

Source Analysis - The examination and interpretation of historical sources to understand their origin, purpose, and content, as well as their values and limitations.

Thematic Writing - An approach to essay writing that focuses on developing arguments based on themes or topics rather than chronological narratives.

Thesis Statement - A sentence or two in the introduction of an essay that presents the main argument or point of view of the essay.

Time Management - The practice of using time effectively to complete tasks within set deadlines, crucial for managing exam duration and pacing oneself during tests.

Values and Limitations - Assessing the strengths (values) and weaknesses (limitations) of a historical source in terms of its origin, purpose, and content.

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Harold Hutchings is a resolute and enthusiastic history teacher with a wealth of experience and a strong academic background. He holds multiple Master's degrees in Educational Leadership, Teaching at the Secondary Level, and History, along with a Bachelor's degree in History with a foundation in Educational Theory and a Minor in Speech & Performing Arts. Harold is actively involved in professional societies including *Phi Alpha Theta* (ΦΑΘ), an American academic honor society for students and professors of history; *Kappa Delta Pi* (KDP), a professional honor society in education; and *the Organization of American Historians* (OAH), a professional society dedicated to the teaching and study of American history.

Harold's teaching career spans private parochial schools, public schools, and charter schools in Chicago, as well as private schools in Abu Dhabi, Doha, and currently in Kuwait. His experience covers American, French, British and International Baccalaureate (IB)curriculums. He is licensed as a teacher in Chicago, recognized as *Highly Qualified in History* by the Illinois Board of Education, and holds a second Professional Teaching License with a specialization in *Historical Perspectives* from the Indiana Board of Education in the USA.

Harold enjoys teaching in the Arab Gulf and is quite happy in Kuwait. In his spare time, he likes reading and spending time with his family. His commitment to education and diverse experiences makes him a valuable resource for students and colleagues, and he is excited to share his knowledge through his writing.

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